

# *WILLIAM & MARY LANGUAGE ARTS CURRICULUM: CHALLENGING & ENGAGING THE MINDS OF GIFTED LEARNERS*

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# *Advanced Readers*

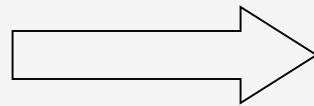
- Brainstorm strategies/characteristics of academically gifted readers.
  - Categorize your sets of examples into no more than 5 and no less than 3 categories.
  - What are non examples of strategies/characteristics?
  - What general truths can you say about strategies/characteristics of/for gifted readers?
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# *Learner Characteristics and Corresponding Emphases in the Curriculum*

## THE LEARNER

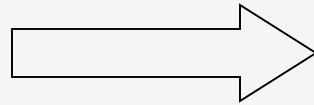
## THE CURRICULUM

Precocity



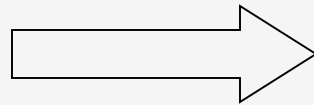
Advanced Content

Intensity



Process/product depth  
considerations

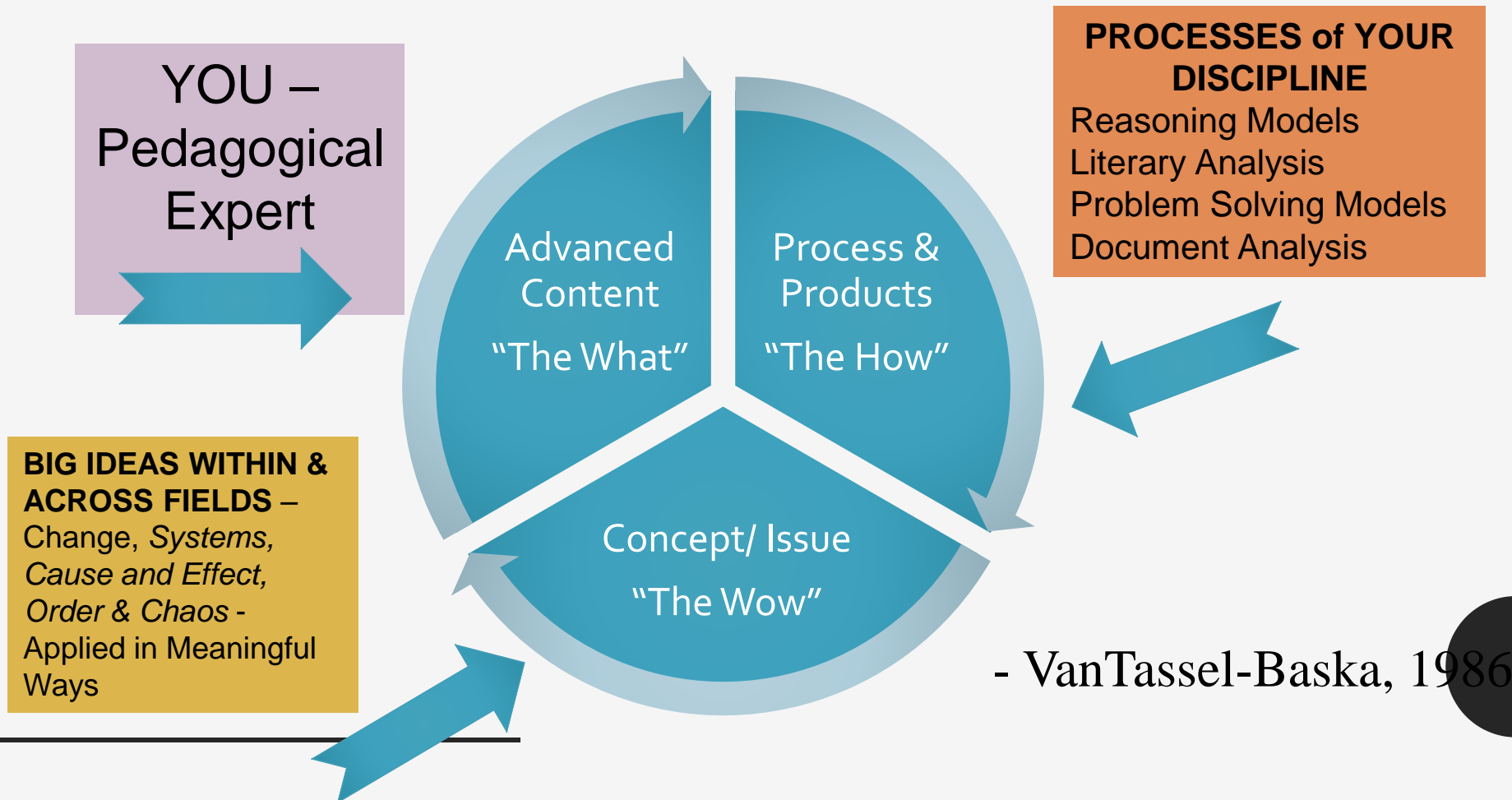
Complexity



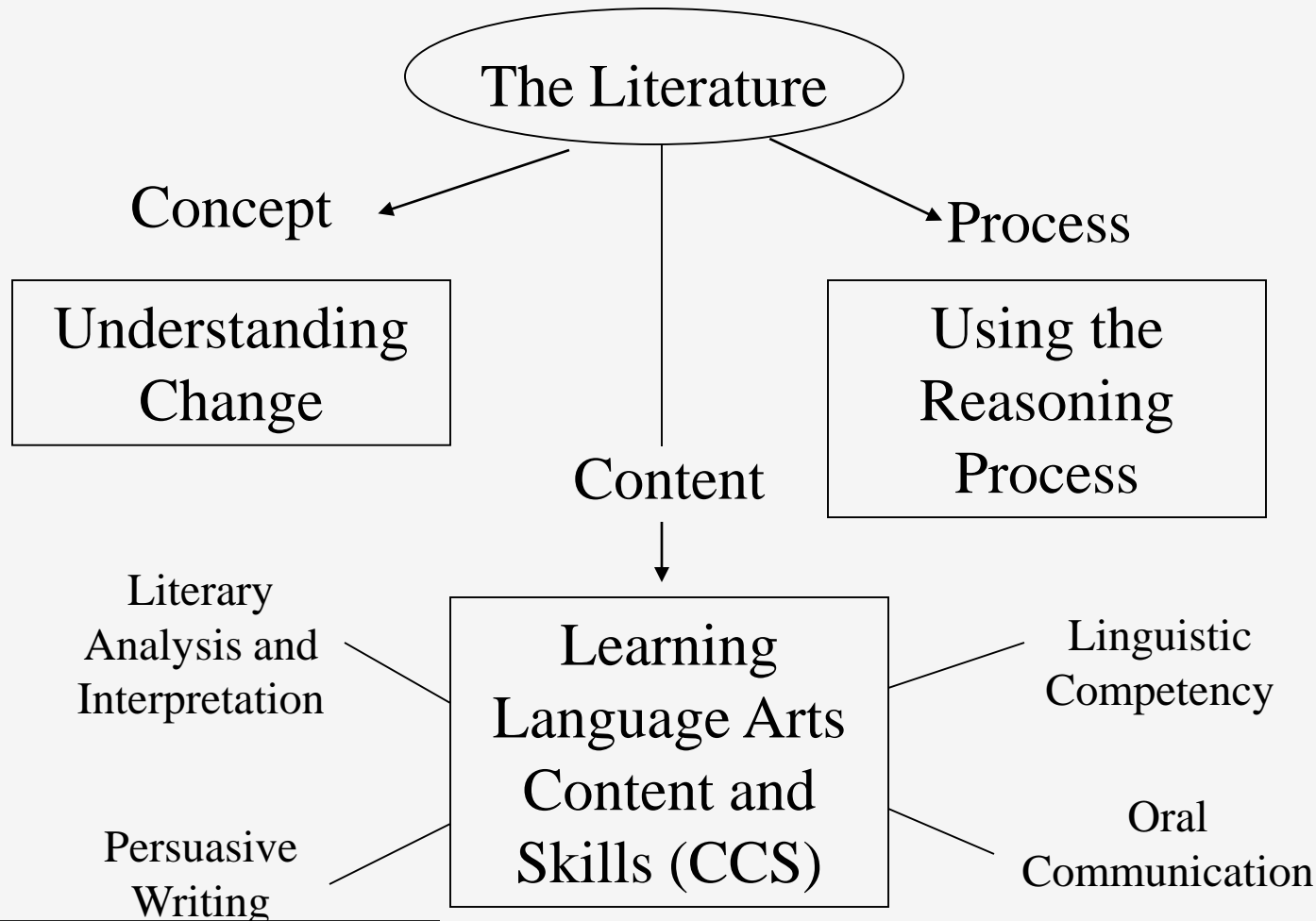
Issues/concepts/themes/  
ideas across domains of  
learning



# *The Integrated Curriculum Model*



# *Language Arts Curriculum Framework*



# *W&M Language Arts Curriculum Goals*

- > To develop analytical and interpretive skills in literature
  - > To develop persuasive writing skills
  - > To develop linguistic competency
  - > To develop listening/oral communication skills
  - > To develop reasoning/critical thinking skills in LA
  - > To understand and apply the concept of change within and across disciplines
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# *Findings from Unit Implementation*

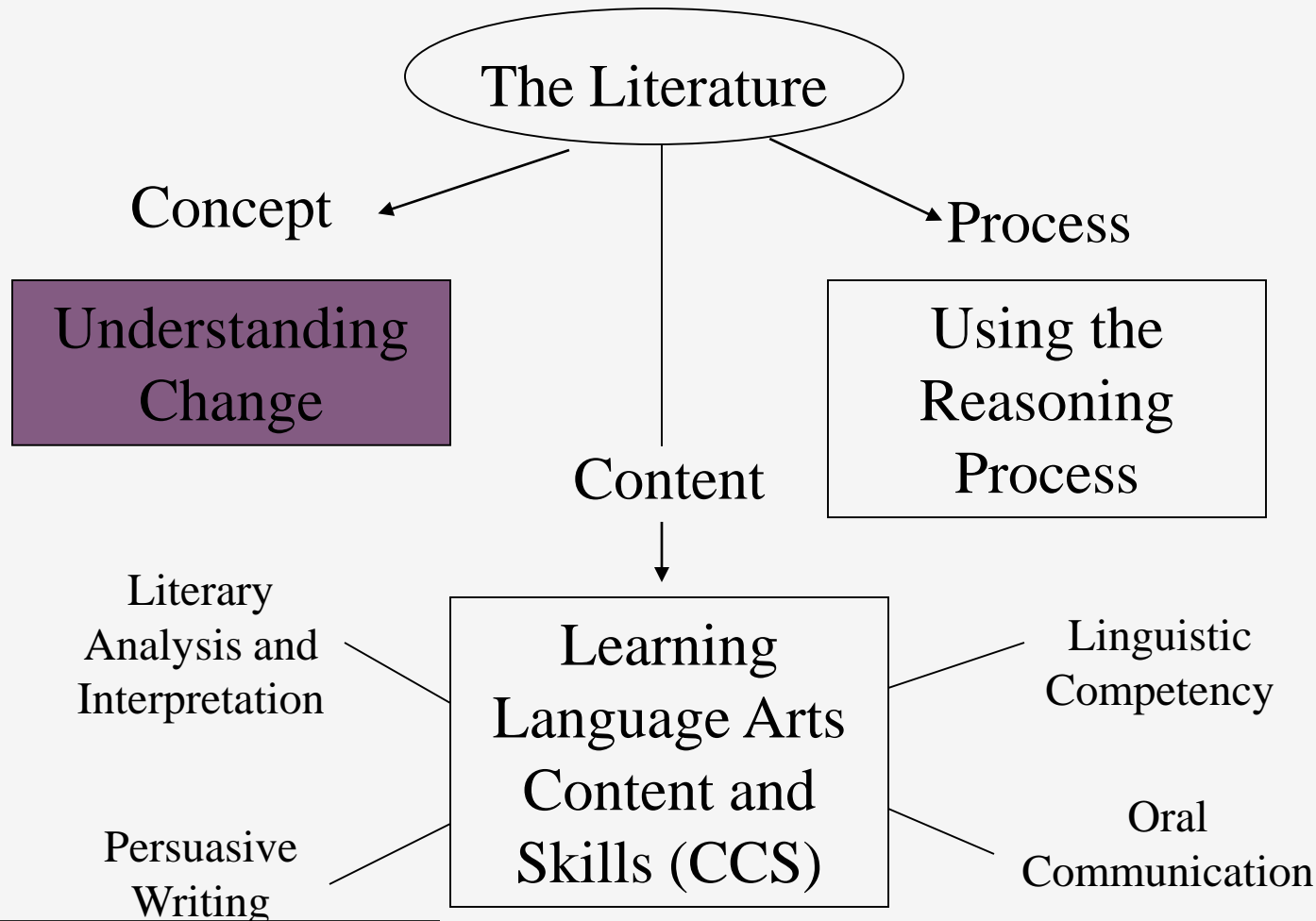
- Significant and important treatment effects for literary analysis and interpretation and for persuasive writing
  - No significant gender effects
  - Student performance showed that additional attention was needed to enhance higher-level thinking and elaboration skills.
  - Students were able to improve significantly after unit instruction regardless of the grouping model employed.
  - Students enhanced their learning each time they were exposed to the units and maintained their level of achievement between interventions across the years.
  - Students in heterogeneous classrooms showed significant growth in critical thinking and in reading comprehension when compared to those who did not have exposure to the units.
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# *Unit Layout*

- ▶ Letter to Parents
  - ▶ Pre Assessment (writing and literary analysis with rubric and examples)
  - ▶ Lesson Alignment with Goals
  - ▶ Novels and Readings List (student guide with stories and poems)
  - ▶ Lesson Plans
  - ▶ Questions in italics
  - ▶ Teacher background
  - ▶ Extensions or activities
  - ▶ Time Management
  - ▶ Grammar & Vocabulary interspersed
  - ▶ Handout Templates and Bibliography
  - ▶ Same models included in each unit – different literature and emphasis
  - ▶ Post Assessements
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# *Language Arts Curriculum Framework*



# *Concept of Change (Lesson 2)*

- Cite examples.
- Categorize.
- Cite non-examples.
- Generalize.



# *The Power of Generalizations: A Concept in a Sentence*

## Students Created Generalizations

- ▶ It is human nature to want power.
- ▶ Power is knowledge.
- ▶ Power is control.
- ▶ Power is always present. It depends on if you choose to use it or lose it.
- ▶ Money is power.
- ▶ Power may corrupt.
- ▶ In every society, there are the oppressed and the oppressor(s).
- ▶ Power changes over time.

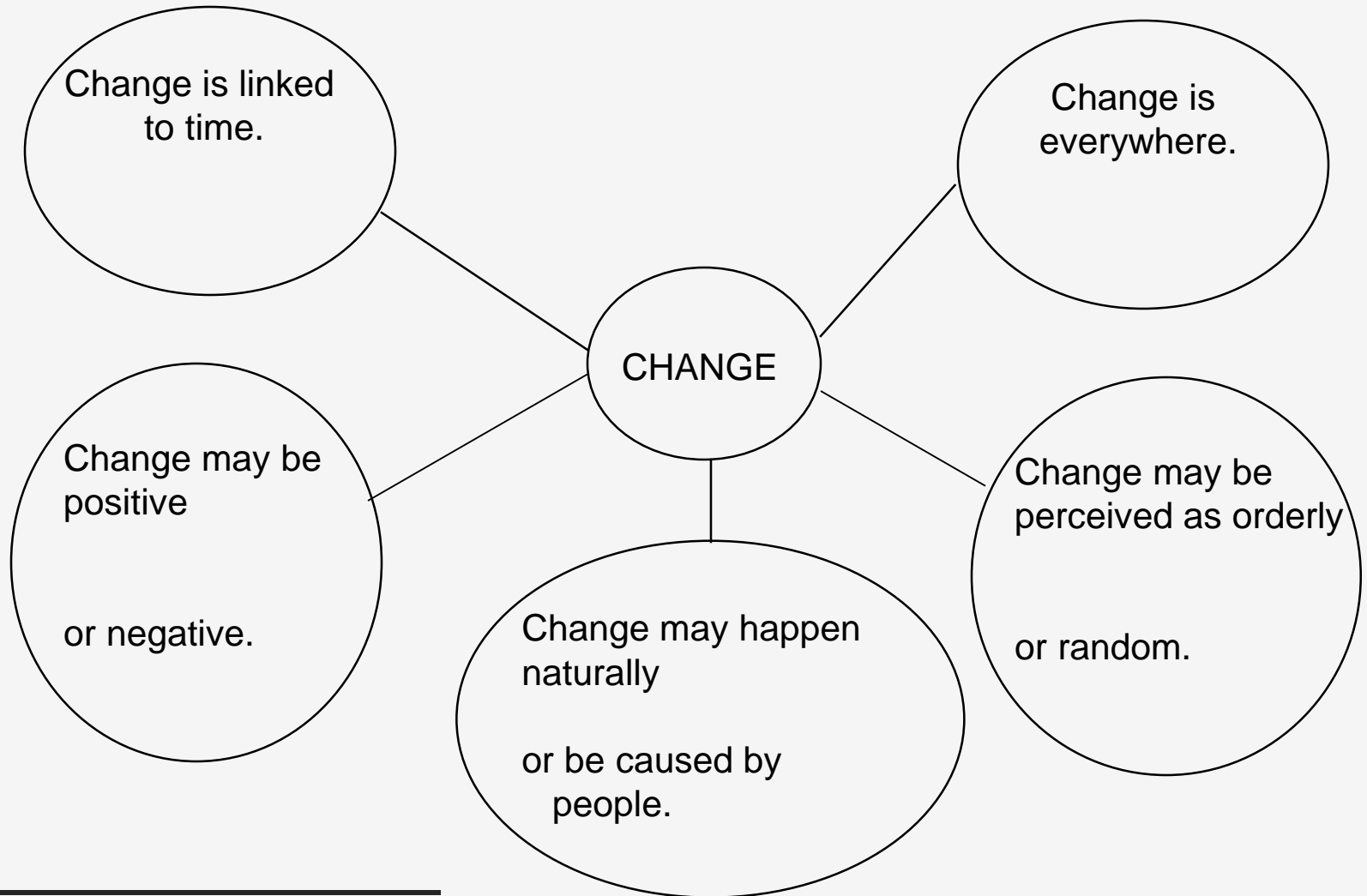


# *Generalizations About Change*

- Change is everywhere.
  - Change is linked to time.
  - Change may be positive or negative.
  - Change may be perceived as orderly or random.
  - Change may happen naturally or be caused by people.
- 



# *Change Model*



# Change Matrix

Literature	Changes in characters	Changes in setting	Changes in relationships	Change in you as a result of reading
"Shells"				
The Green Book				
Poems				
"The Ugly Duckling"				
<i>Bringing the Rain to Kapiti Plain</i>				
<i>Sachiko Means Happiness</i>				
<i>The Green Man</i>				
Your own story				

# *Change Matrix – Persuasion*

Title	Pervasive	Linked to Time	Systemic or Random	Growth or Regression	Natural or Imposed
Journey to Topaz (Asian)					
Secret of Gumbo Grove (African)					
Taking Sides (Hispanic)					
Rising Voices (Native)					

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# *Change Examples*

- Journeys & Destinations
    - Read the story “Shells” by Cynthia Rylant. What does the author think about change? Which of the five ideas about change does this story best support?
  - Literary Reflections
    - Examine the 6 selections (African American, Hispanic, Old Man and Affectionate Son, Tongue-Cat Sparrow, Emily Dickinson, your own story) and cite examples to compare the following: internal changes in characters; changes in relationships with others or environment, another important concept, change in your understanding of concept
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# *Change Examples*

- Autobiographies
    - Based on the author's autobiography you just read, how did the author change over time? Which generalization of change best describes her life? How does that generalization compare to other changes in your life?
  - Persuasion
    - Examine cultural changes that are pervasive, linked to time, systemic or random, growth or regression, and natural order or imposed in the following readings: Dragonwings (Asian American); Roll of Thunder Hear My Cry (African American); Going Home (Hispanic American) and Morning Star, Black Sun (Native American). What examples and generalizations can you make about the culture and change?
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# *Metaphor Chart*

<b>Topic of the Comparison</b>	<b>What it is Compared to</b>	<b>Important Characteristics</b>



# *Metaphor Chart*

<b>Topic of the Comparison</b>	<b>What it is Compared to</b>	<b>Important Characteristics</b>
<b>fog</b>	<b>cat</b>	<b>quiet, gray, moves softly</b>
<b>moon</b>	<b>clock</b>	<b>shape, color, seems to have a face</b>
<b>moon</b>	<b>cooky</b>	<b>round, changes shape</b>
<b>day</b>	<b>journey</b>	<b>takes time, movement, new places and experiences</b>
<b>hope</b>	<b>owl wings</b>	<b>soft, uplifting</b>

# Generalizations & Metaphors on the Concept Wall



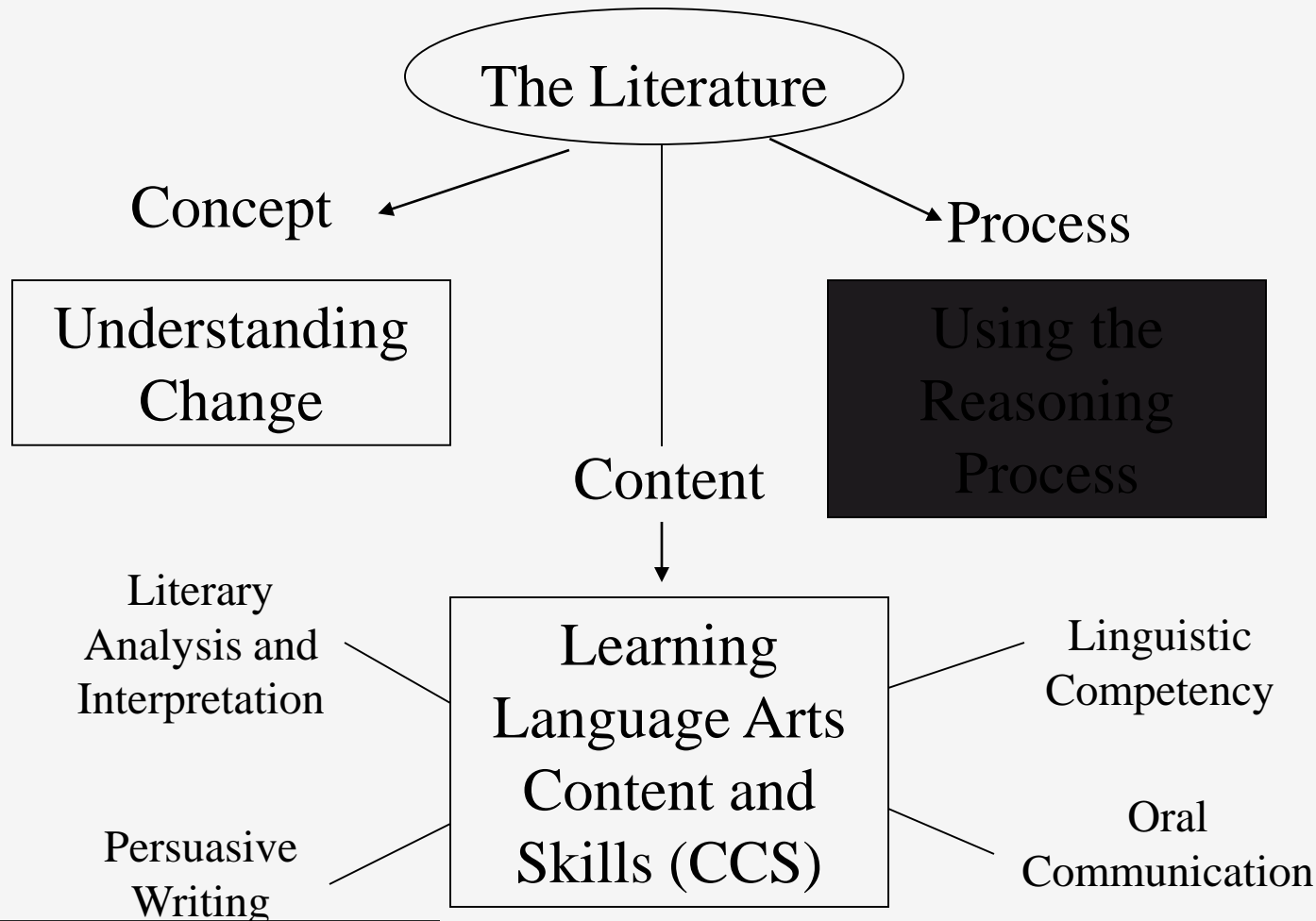
# *Sample Summative Writing Assignment*

Think about how the literature pieces you have read have reflected the five generalizations about change. Select a generalization that seemed especially true to you in the unit readings. Write a persuasive essay arguing that the generalization is true, using specific examples from the literature you have read to support your points. Explain your reasons thoroughly, and write a conclusion to end your essay.

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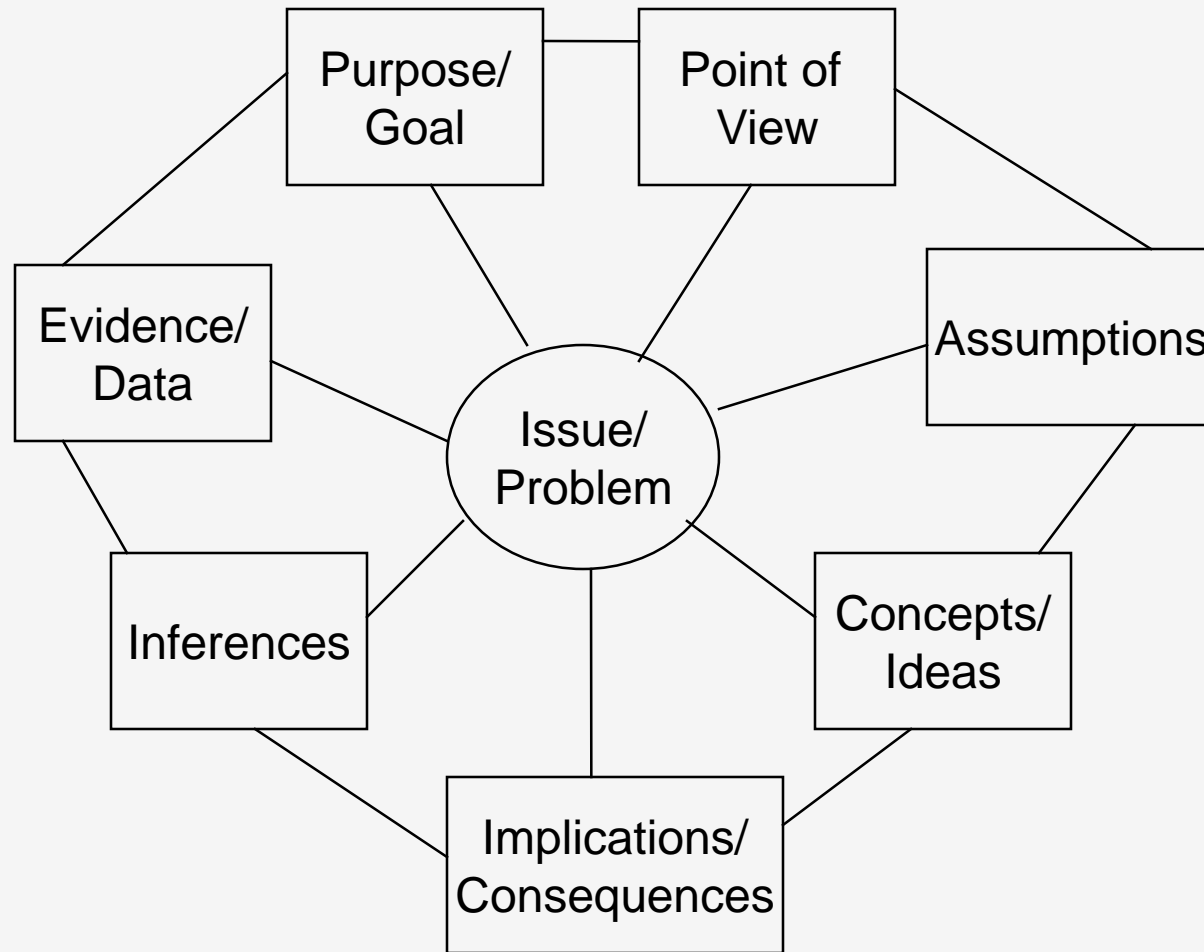
# *Language Arts Curriculum Framework*



# *Mom, I Want a Bike*

- Look, Mom, I think it's time that I get a new ten-speed bike. First of all, my old one is too small for me. I keep bumping my knees on the handlebars! Another reason is that a ten-speed is much faster, and I could ride farther. In that case, you would not have to drive me to my friends' houses or to baseball practice. Finally, I think I deserve a new bike. I have good grades, and always help with chores around the house. As you can see, it would be helpful to both of us for me to have a new bike.
-

# *Elements of Reasoning*




-- Paul, 1992



# *Developing Questions*

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- ▶ What is the issue or problem the character is facing?
  - ▶ How is the concept of wisdom important in the story?
  - ▶ What are the implications of the character's actions?
  - ▶ What assumptions might we make about the story from the title and opening?
  - ▶ What might you infer about the character from the description the author uses?
  - ▶ How does setting impact the overall theme of chapter 6?
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# *Good*


- Rewrite the story from another **point of view**.
  - Read the article. What inferences can you make about the author's point of view?
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# *Better*

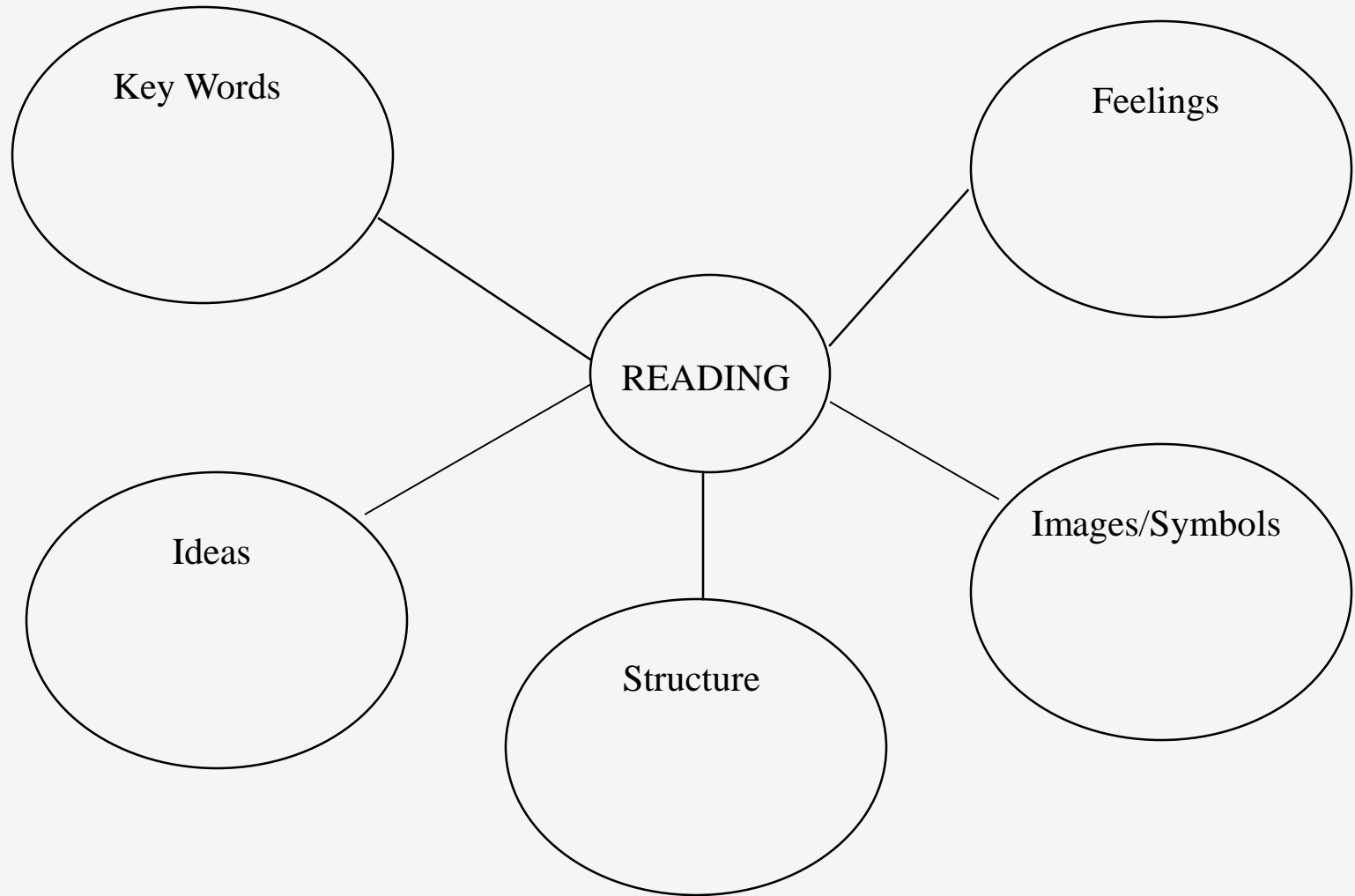
- How would the **theme** be different if told from another **point of view**?
- Read the article. What assumptions does the author make about....? What are the implications and consequences of thinking that way? What additional points of view should be considered and why?

# *Pathways for Reasoning*

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- Creating research topics
  - Situational cases based on text
  - Peer Writing and Teacher Feedback
  - Question-asking
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# *Literature Web*



# *Grandmother Moon ( from Beyond Words)*

■ Each day is a journey,  
a leaving home,  
over paths that wind  
between rocks and bog.  
Behind each rock  
is a shadow;  
behind each shadow,  
a flower,  
or a wellspring,  
or a trembling rabbit,  
or an unfolding fern

► Only if you look  
will you find.  
Only if you leave  
will you arrive.  
One step,  
then another,  
as day unrolls itself  
along the road toward night.  
And at evening,  
look who welcomes us  
Grandmother Moon,  
waiting in the doorway,  
the stars in her hands –  
to lead us safely home.  
*Jane Yolen*



# *Literature Web*

- *Key Words:* What were some words and phrases that were especially interesting or important? What words were new to you?
  - *Feelings:* What feelings did you get reading the passage? What feelings did the characters have? How were those feelings expressed?
  - *Ideas:* What was the main idea? What other major ideas and concepts were important? What was the author trying to say about those ideas?
  - *Images/Symbols:* How did the author use description and imagery in the novel? What sensory images came to your mind? How did the author use symbols?
  - *Structure:* What type of writing was this? What literary and style elements did the author use? How did the structure of the writing contribute to the meaning of the novel?
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# *Follow-Up Questions*

- What is a journey? What words or phrases can you use to describe a journey?
  - How is a journey like a day? What important characteristics of a day is the poet trying to emphasize by calling a day a journey? How are a day and a journey different?
  - What does the poet mean by the words “as day unrolls itself along the road toward night”?
  - How is traveling, or movement in a place or space, like living in time?
  - What comparisons from “Grandmother Moon” can we add to our Metaphor Chart?
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# *Building Textual Understanding*

**Underlying Assumption:** Discourse that promotes understanding needs direction, focus, and movement towards goal.

- Marking (focusing)
- Revoicing (repeating student ideas)
- Turning back (textual or student-based)
- Recapping (synthesizing)
- Modeling (thinking aloud)
- Annotating (providing information)

Beck & McKeown, 1996



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# *Research Base for Building Scaffolding in Reading Comprehension*

- Instructional scaffolding that embeds strategy instruction in text reading enhances reading comprehension (Fielding & Pearson, 1994; Villaume & Brabham, 2002)
  - Responding to literature and reading through open-ended comprehensive questions improves test performance (Guthrie, Schafer, & Huang, 2001)
  - Literacy discussions that stress collaborative reasoning foster greater engagement and higher level thinking (Chin, Anderson & Waggoner, 2001; Pressley, 2001; Taylor, Peterson, Pearson, & Rodriguez, 2002)
  - Rereading text improves metacomprehension accuracy (Rawson, Dunlosky, & Thiede, 2000)
  - Teachers who emphasize higher order thinking through questions and tasks promote greater reading growth (Taylor, et al, 2003; Knapp, et al, 1995)
  - Teacher stance (providing coaching, modeling, & feedback) enhances reading and writing growth (Pressley, et al, 2001; Taylor, et al, 2002)
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# *Management Idea*

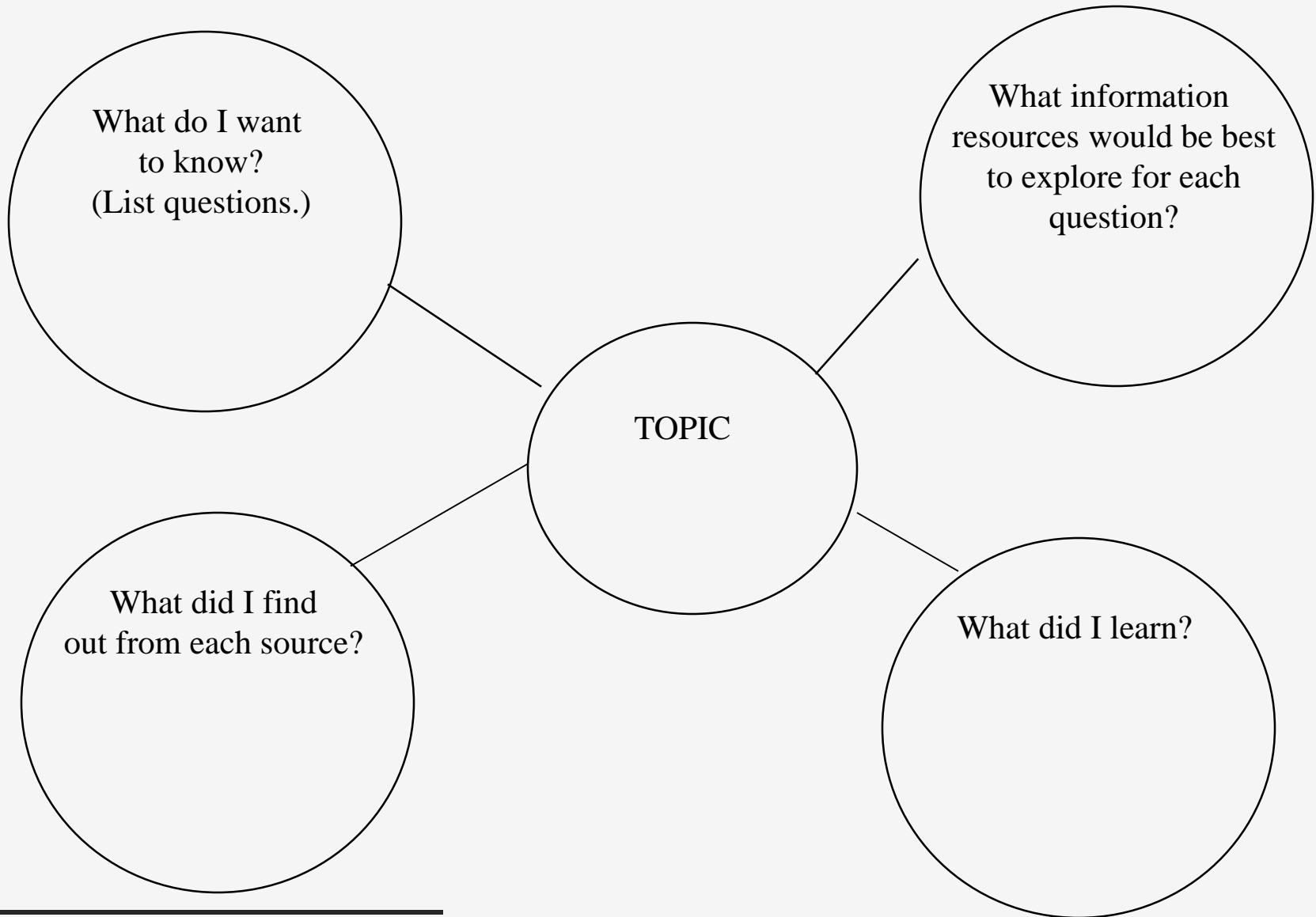
## Bookmark Before...

- ☐ What is the setting of the chapter? How does that help the reader understand the plot?
  - ☐ What are some of characteristics of the characters? How do you know?
  - ☐ Predict what will happen in the next chapter. Why?
  - ☐ What is the central problem of the chapter? How is that being solved?
- 

## Bookmark Using Reasoning

- ▶ Discuss different words and settings in the chapter that provide mood. How do those selected words or settings contribute to the plot?
- ▶ Are the characters in the chapter consistent in their behavior? Why or why not?
- ▶ What clues or foreshadowing in the chapter gives you a hint of what will happen next?
- ▶ What are the implications of the different character's behavior as they approach the problem? What point is the author trying to convey based on the character's attempted solutions?

# *Topic Web*



# *Issue Versus Topic*

## Topic

☐ Elephants

☐ Vegetarians

☐ War in Iraq

☐ Smoking

## Issue

☐ Should elephants be hunted for their tusks?

☐ Should people be vegetarian?


☐ Should the US troops withdraw or remain in Afghanistan?

☐ Should the government be allowed to create laws to ban smoking in public places?



# *Characteristics of an Issue for Research*

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- Real world
  - Multiple points of view
  - Researchable and substantial information available
  - Worthy topic and personal involvement
  - Linked to Reasoning Model
- 

# *Developing an Issue*

<b>State the issue:</b>	
<b>Identify the stakeholder groups:</b>	<b>Describe each group's position:</b>
<b>State your initial position:</b>	

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# *Research Model*

## **1. Identify your issue or problem.**

What is the issue or problem?

Who are the stakeholders and what are their positions?

What is my position on this issue?

## **2. Read about your issue and identify points of view or arguments through information sources.**

**What are my print sources?**

**What are my media sources?**

**What are my people sources?**

**What primary and secondary source documents might I use?**

**What are my preliminary findings based on a review of existing sources?**

### **3. Form a set of questions that can be answered by a specific set of data:**

- 1) What would be the results of \_\_\_\_\_?
- 2) Who would benefit and by how much?
- 3) Who would be harmed and by how much?

My research questions:

### **4. Gather evidence through research techniques such as surveys, interviews, or analysis of primary and secondary source documents.**

What survey questions should I ask?

What interview questions should I ask?

What generalizations do secondary sources give?

What data and evidence can I find in primary sources to support different sides of the issue?

### **5. Manipulate and transform data so that they can be interpreted.**

How can I summarize what I found out?

Should I develop charts, diagrams, or graphs to represent my data?



## **6. Draw conclusions and make inferences.**

What do the data mean? How can I interpret what I found out?

How do the data support my original point of view?

How do they support other points of view?

What conclusions can I make about the issue?

## **7. Determine implications and consequences.**

What are the consequences of following the point of view that I support?

Do I know enough or are there now new questions to be answered?

## **8. Communicate your findings. (Prepare an oral presentation for classmates based on note cards and written report.)**

What are my purpose, issue, and point of view, and how will I explain them?

What data will I use to support my point of view?

How will I conclude my presentation?

# *Research Projects*

- Journeys and Destinations

  - Preserving Memories (Lesson 10)

- Patterns of Change

  - Choice Activity (real world)

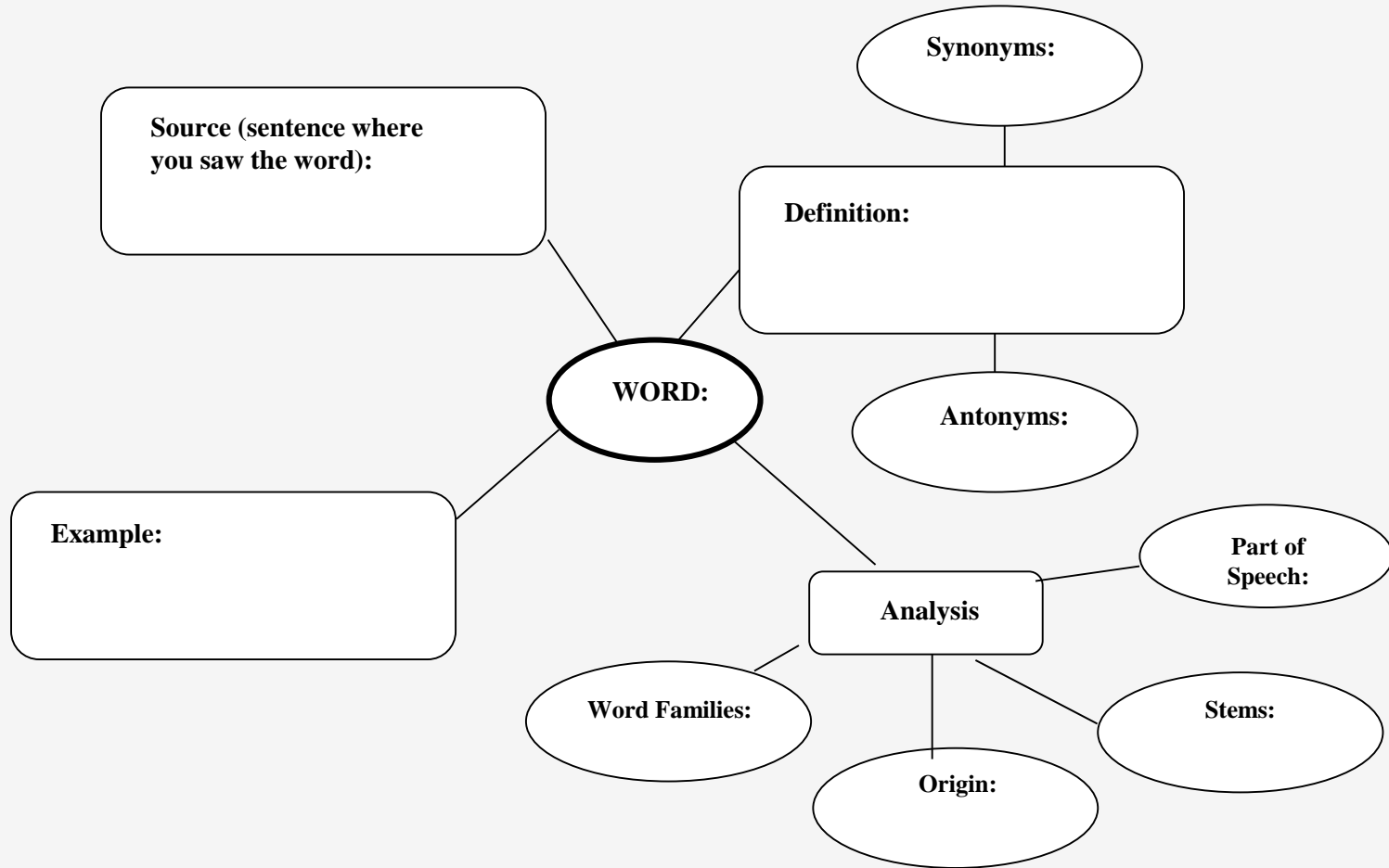
  - (Patterns of Change, p. 137)

- Choose a controversial issue such as universal health care in the United States. Locate sources that represent multiples points of view and discuss your sources using the elements of reasoning.


  - (Literary Reflections, p. 121)

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# Vocabulary Web



# *General Advice*

- Read or scan the stories and poems prior to assigning them to students.
  - Teacher Change & Learning Curve (2-3 years of consistent use)
  - Collaborate and share
  - Consider deliberate selections of literature or supplemental Options (Culture of area)
  - Management
    - Anchor Activities
    - Grouping
    - Color Coded Dots/Assignments
    - Flexible Teaming
    - Learning Centers
  - Questions or Contributions?
- 

*The most important outcome of education is to help students become independent of formal education.*

- Paul E. Gray

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